

Administrative Support and Teacher's Commitment in Public Elementary Educational Institutions

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Abstract. This research examined the nexus between administrative support and teacher commitment within public elementary educational institutions in the Maa District of Davao City. The primary objective was to evaluate the extent of administrative backing, assess the current level of professional commitment among educators, and determine which specific support dimensions significantly predict teachers' professional dedication. Employing a quantitative descriptive-correlational research design, the study utilized structured survey instruments adapted from established academic frameworks to collect evidence. The respondent pool comprised 190 public elementary teachers selected via random sampling. Statistical analysis involved calculating means for descriptive data, while Pearson's r correlation and Multiple Linear Regression were applied to test variable relationships and identify predictive influences. Results indicated that both administrative support and teacher commitment reached a "very high" level, suggesting these practices are consistently evident across the district. A significant moderate positive correlation was established, confirming that enhanced support fosters greater professional commitment. Regression analysis revealed that recognition and incentive systems are the most potent predictors of commitment, followed by professional development and resource provision, while collegial support showed no significant independent effect. The study recommends that despite the overall very high results, the lowest-rated indicators highlight areas for improvement. Schools may enhance access to updated resources, expand professional development opportunities, and ensure transparent recognition systems to strengthen teacher motivation and competence. Strengthening collegial and supervisory support through collaborative practices is also essential. Moreover, reinforcing teachers' commitment to the profession, learners' learning, and school goals, along with promoting continuous improvement through structured development plans, will further improve instructional effectiveness and sustain teacher commitment.

KEY WORDS

1. administrative support 2. teacher commitment 3. public elementary

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1. Introduction

In public elementary schools in Davao City, particularly in Maa District, teachers are generally observed to demonstrate high levels of commitment to their profession, learners, and school goals. However, challenges related to administrative support continue to persist, including administrative workload, limited resources, and insufficient support, which may affect teachers' performance and sustained commitment. In resource-constrained settings like Maa District, teachers are expected to balance instructional and administrative responsibilities, which may create gaps between the support provided by school leaders and the level of commitment expected from teachers.

Based on the researcher's observations as a public school teacher, stronger administrative support, such as clear guidance, recognition, and open communication tends to enhance teacher motivation and engagement, while limited support may lead to lower commitment. This situation underscores the importance of strengthening administrative practices to better support teachers in their roles. Hence, this study aims to examine how administrative support, in terms of resources, professional development, recognition, and supervisory practices, influences teachers' commitment in public elementary schools.

Administrative support encompasses a range of leadership practices that directly affect teachers' professional experiences, including the provision of adequate instructional resources, facilitation of continuous professional development, implementation of fair incentive systems, and establishment of supportive communication channels. Effective school leadership ensures that teachers are equipped with the necessary tools, training, and encouragement to perform their duties efficiently, thereby promoting a positive working environment (Choi & Lee, 2022). However, gaps in administra-

tive support such as limited access to teaching materials, lack of recognition, and insufficient mentoring can hinder instructional effectiveness and reduce teachers' capacity to innovate in the classroom (Munoz Fernandez, 2025).

Teacher commitment, on the other hand, refers to the degree of dedication, responsibility, and emotional attachment that teachers demonstrate toward their profession, learners, and the institution they serve. Committed teachers are more likely to exhibit high levels of engagement, persistence, and willingness to invest time and effort in improving learner learning outcomes (Han & Yin, 2022). However, teacher commitment is not solely an individual attribute but is significantly influenced by the level of support and working conditions within the school environment. When teachers experience inadequate support, excessive workload, and limited recognition, their commitment may decline, leading to reduced job satisfaction and performance (Ahmad et al., 2021). This highlights the importance of fostering a supportive and empowering school environment to sustain high levels of teacher commitment in public elementary schools.

Furthermore, when teachers are deprived of essential teaching materials or opportunities to grow professionally, they often feel undervalued and ill-equipped to perform, which feeds into demotivation and disengagement. Indeed, research demonstrates that poor communication from school administrators and a pervasive sense of being unsupported significantly contribute to elevated levels of teacher stress and emotional exhaustion (Bouyaghroumni, 2025). Moreover, Gilbert (2023) identified key administrative shortcomings like the absence of structured support systems or recognition frameworks as precursors to dissatisfaction and withdrawal behaviors among educators. In essence, the failure to provide holistic administrative backing directly erodes teachers' intrinsic and organizational commitment, thereby deteriorat-

ing both morale and performance in the classroom.

Globally, educational systems face widespread issues regarding teacher commitment and well-being, often rooted in the quality of administrative backing. For instance, in Northern Jiangsu Province, China, it was found out that moderate levels of perceived administrative support were significantly linked to teachers' affective and continuance commitment, with emotional support scoring lowest (Ye et al., 2023). Similarly, in Northern Cyprus, administrators' influence tactics affected teachers' organizational commitment, where expertise-based rather than authority-based tactics yielded better outcomes (Mahmutoğlu, 2025). In the United States, inadequate administrative support was a leading factor in teachers' intentions to leave the profession, even more significant than salary concerns (Garcia & Weiss, 2020). Likewise, in South Africa, Mampane (2020) found that weak school leadership and lack of administrative encouragement negatively influenced teacher morale, contributing to absenteeism and attrition in disadvantaged schools. These global examples highlight that administrative support or its absence is a universal determinant of how committed teachers remain within their institutions.

In the Philippine context, public elementary education likewise grapples with these dynamics. In Cebu private schools, administrative support was among key factors alongside working conditions, compensation, and professional growth that significantly influenced teachers' school commitment, job satisfaction, and retention (Anog et al., 2024). Moreover, excessive workload without sufficient administrative backing has been shown to disrupt effective classroom management, especially among early-career teachers (Tarraya, 2023). Similarly, in Camarines Sur, teachers' organizational commitment was strongly shaped by the level of administrative and collegial support they

received, particularly in resource-constrained schools (Francisco & Celis, 2021).

In another case, supportive school heads who provided incentives, recognition, and mentoring in Northern Mindanao significantly boosted teacher morale and reduced attrition rates in public elementary institutions (De Castro & Sagayno, 2022). The study of De Castro and Sagayno (2022) further emphasized that structured mentoring programs and consistent recognition mechanisms fostered a sense of professional value among teachers, which in turn enhanced their motivation to remain in the profession. Their findings highlighted that when school leaders actively engaged in capacity-building and acknowledged teachers' efforts, it created a positive organizational climate that strengthened both performance and retention. These authors collectively highlight the critical role of transformational and supportive leadership in sustaining teacher commitment, particularly in resource-constrained public school settings.

Focusing on the Davao Region, and more specifically within the Maa District, several persistent issues in public elementary schools have become evident. Teachers frequently report the absence of structured mentorship programs from school heads, leaving new and even experienced teachers without proper guidance for professional growth. Resource provision also remains a serious concern; classrooms often lack basic instructional materials such as visual aids, updated textbooks, and functional laboratory or equipment, forcing teachers to improvise with personal funds. Moreover, school heads and administrators are often unable to provide adequate emotional or instructional support, which leaves teachers feeling isolated in handling classroom management difficulties, large class sizes, and diverse learner needs. In addition, teachers in Maa District are burdened with multiple ancillary tasks such as paperwork for reports, compliance with accreditation re-

quirements, and community extension work which significantly reduce the time they can devote to lesson preparation and learner-centered instruction. This combination of weak mentorship, scarce resources, and overwhelming non-teaching responsibilities fosters a culture where teachers feel undervalued, unsupported, and overextended.

Moreover, despite the established significance of administrative support in influencing teacher commitment, there remains a notable lack of focused empirical studies examining its direct impact within public elementary institutions in the Davao Region. Existing global and national literature provide broad perspectives; however, these may not fully capture the contextual realities, institutional challenges, and localized dynamics affecting teachers in this setting. Previous studies conducted in Rizal Memorial Colleges, Inc. have explored administrative support in terms of resource provision, leadership practices, and professional development, yet these investigations often focused on Home Economics contexts and did not extensively examine its direct relationship with teacher commitment in basic education. This gap highlights the need for localized and context-specific research that bridges administrative practices and teacher outcomes at the elementary level. Addressing this gap provides a strong rationale for the present study thereby enabling stakeholders to develop targeted and evidence-based strategies to improve teacher morale, retention, and overall educational quality.

1.1. Theoretical/Conceptual Framework of the Study—This study is mostly anchored on Eisenberger’s Organizational Support Theory (OST), which posits that employees develop global beliefs regarding how much the organization values their contributions and cares about their well-being. In the context of education, administrative support—through the provision of resources, professional development, recognition, and supportive policies—enhances teach-

ers’ sense of value and belonging, which in turn strengthens their organizational commitment (Kurtessis et al., 2020). When teachers perceive that school administrators provide consistent backing in instructional materials, mentoring, and workload management, they are more motivated, engaged, and loyal to their institution. Recent studies confirm that organizational support positively influences teacher retention, job satisfaction, and long-term commitment in public schools (Choi & Lee, 2022). Thus, OST provides the central theoretical lens explaining how administrative support fosters teacher commitment in public elementary education.

A supporting framework is Herzberg’s Two-Factor Theory, which distinguishes between hygiene factors (such as working conditions, supervision, and salary) and motivators (such as recognition, professional growth, and achievement). In the school setting, administrative support functions as both a hygiene factor, by reducing dissatisfaction through adequate resources and manageable workloads, and as a motivator, by enhancing teachers’ sense of achievement through recognition and developmental opportunities (Abun et al., 2021). Research in educational contexts indicates that supportive leadership and the presence of clear incentive systems significantly influence teacher morale, reducing burnout and fostering long-term organizational commitment (Serrano & Reich, 2022). This makes Herzberg’s framework an important complement, as it emphasizes the dual role of administrative support in mitigating dissatisfaction and increasing intrinsic motivation among teachers.

Another supporting theory is the Social Exchange Theory (SET), which explains that relationships are built on reciprocal exchanges of support, trust, and loyalty. In schools, when administrators provide consistent guidance, recognition, and resources, teachers reciprocate through greater organizational commitment, enhanced performance, and dedica-

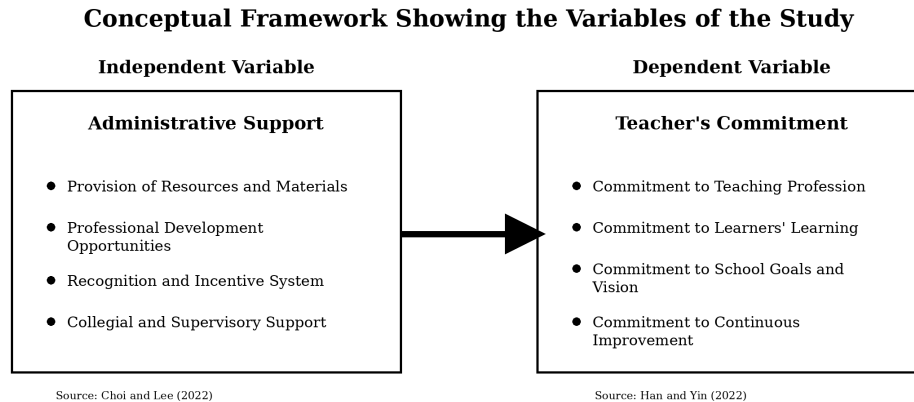


Fig. 1. Theoretical/Conceptual Framework of the Study

tion to learner learning (Blau, 2020). Studies highlight that reciprocity plays a crucial role in education, where teachers who perceive fairness and consistent administrative support are more willing to go beyond contractual duties and sustain long-term engagement (Shkoler & Kimura, 2020). SET, therefore, reinforces the argument that administrative support not only influences commitment directly but also cultivates a culture of trust and reciprocity that strengthens institutional loyalty in public elementary education.

On the other hand, Figure 1 presents the conceptual framework of the study Administrative Support and Teacher's Commitment in Public Elementary Educational Institutions in Maa District, Division of Davao City, showing the relationship between the independent and dependent variables. On the left side, the independent variable Administrative Support is described through four key indicators: provision of resources and materials, professional development opportunities, recognition and incentive systems, and collegial and supervisory support, grounded on Choi and Lee (2022). These elements emphasize how school administrations provide essential assistance to teachers in their professional roles. On the right side, the dependent variable Teacher's Commitment is outlined through four dimensions: commitment to the teaching profession, commitment to learners' learning, commitment to school goals and vision, and commitment to continuous improvement, as supported by Han and Yin (2022). The connecting arrow symbolizes the study's premise that adequate and consistent administrative support directly influences teachers' level of commitment, strengthening their dedication to their profession, their learners, their school, and their pursuit of growth. This framework highlights the significant role of administrative practices in shaping teacher commitment and sustaining quality education in public elementary institutions.

2. Methodology

This chapter discusses the research methods in conducting the study which are considered strategies or techniques utilized in the collection of data evidence for analysis in order to uncover new information or create better understanding of a topic. Contents of this chapter include the research design, research respondents of the study, research instrument and the data gathering

procedures.

2.1. Research Design—This study employed a quantitative descriptive-correlational research design because it sought to determine the extent and level of the two key variables, as well as the relationship between them. A descriptive component was necessary since the study first aimed to describe administrative support in terms of provision of resources, professional development, recognition, and supervisory support, as well as to describe teachers' commitment in terms of professional dedication, learner learning, school goals, and continuous improvement. According to Williams et al. (2020), descriptive research was well-suited for presenting a clear picture of phenomena as they naturally occur, thereby allowing stakeholders to better understand the actual conditions in educational institutions.

At the same time, the correlational aspect of the design was appropriate since the research questions explicitly asked whether administrative support was significantly related to teachers' commitment and whether certain indicators of support influenced commitment. Correlational studies were used to examine the degree of association between two or more variables without manipulating them, which was particularly fitting for an educational setting where natural practices and behaviors could not be experimentally controlled (Creswell & Creswell, 2021). By using a correlational design, the study was able to establish whether higher levels of support from administrators were associated with stronger levels of teacher commitment, which provided evidence-based insights for policy and practice.

Finally, the choice of a quantitative approach ensured objectivity and precision in examining the extent of administrative support and the level of teacher commitment. Quantitative research was recognized for its ability to measure variables using structured tools, allowing

researchers to generalize findings and identify patterns of relationships that could guide administrative decision-making (Queiros et al., 2020). This made the design highly suitable for the study, as it not only provided a systematic description of the prevailing conditions in Maa District schools but also evaluated the relational dynamics between support and commitment, thus producing results that were both practical and actionable for educational leaders.

2.2. Ethical Considerations—This study adhered strictly to the established protocols and standard guidelines required for conducting research, particularly in managing respondents' data. The survey questionnaire, along with supporting documentation from authors, was submitted for thorough evaluation. Following approval from the Ethics Committee, the researcher proceeded with the study.

Social Value. In the context of public elementary schools in Maa District, Division of Davao City, the principle of social value ensured that the study generated meaningful and context-specific contributions to the local educational system. By examining how administrative support influences teacher commitment, the study addressed real challenges encountered by teachers within the district, where variations in leadership practices, resource allocation, and institutional support are evident. This localized focus allowed the findings to reflect the actual conditions of schools in Maa District rather than relying solely on generalized conclusions from broader studies.

Furthermore, the results of the study were expected to guide school heads, DepEd officials, and other stakeholders in designing targeted interventions that enhance teacher morale, performance, and retention. The study ultimately contributes to improved learner outcomes and overall school effectiveness by strengthening administrative support systems. This ensures

that the time, effort, and trust invested by participants yield practical benefits that directly impact the educational community in Maa District. Resources invested in the study, such as time, effort, and trust of participants, yielded outcomes relevant to both practice and policy in education (WHO, 2020).

Informed Consent. In the Maa District setting, informed consent was carefully implemented to ensure that all participating public elementary teachers were fully aware of the nature and purpose of the study. This aligned with international ethical standards that emphasized transparency, respect for participants, and protection from coercion or manipulation in academic research (Resnik, 2020). Teachers were provided with clear explanations regarding the objectives, procedures, and expected outcomes, allowing them to make informed decisions about their participation. Written consent was obtained to formalize their agreement and to ensure accountability within the research process.

Moreover, participants were explicitly informed of their right to withdraw at any stage without any negative consequences, which was particularly important in a structured DepEd environment. This approach safeguarded the autonomy of teachers and reinforced ethical standards of transparency and respect. By ensuring that participation was voluntary and well-informed, the study maintained the trust and confidence of respondents throughout the research process.

Vulnerability of Research Participants. Teachers in public elementary schools in Maa District were recognized as a potentially vulnerable group due to the hierarchical structure of DepEd institutions, where administrators hold supervisory authority. This dynamic may influence teachers' willingness to express their honest perceptions, especially when discussing administrative support. Recognizing this, the study implemented safeguards to ensure that

participation did not affect teachers' professional standing or evaluation. This precaution reduced the risk of undue influence and fostered an environment where teachers could honestly express their views about administrative support and their level of commitment (Beskow et al., 2020).

To address this vulnerability, anonymity and confidentiality were strictly maintained, and it was clearly communicated that responses would not be linked to individual identities or schools. Participation was voluntary, and no administrative pressure was exerted on teachers to participate. These measures helped create a safe and secure environment where respondents could openly share their experiences, thereby improving the authenticity and reliability of the data collected.

Privacy and Confidentiality. In the Maa District context, protecting the privacy and confidentiality of participants was a critical ethical responsibility, especially given the sensitive nature of discussing administrative practices. Teachers were assured that their identities would remain anonymous through the use of codes or pseudonyms, preventing any traceability of responses. This was particularly important in maintaining professional relationships within schools. Confidentiality safeguarded both professional reputation and personal comfort, thereby encouraging teachers to provide honest responses without fear of disclosure (Fiesler & Proferes, 2020).

Additionally, all collected data were securely stored in password-protected files and were accessible only to authorized individuals involved in the research. This ensured that information provided by participants was used solely for academic purposes and not for any evaluative or administrative actions. By safeguarding confidentiality, the study encouraged honest responses and strengthened the credibility of the findings.

The Risk, Benefits & Safety. The study con-

ducted in Maa District posed minimal risk to participants, primarily involving possible discomfort when reflecting on administrative experiences and levels of teacher commitment. These risks were mitigated through the use of neutral and non-threatening language in the questionnaire, along with clear assurances that all responses would remain confidential. Participants were also informed that they could skip any question they found uncomfortable, thereby reducing potential psychological strain. Despite these minimal risks, the benefits of the study were substantial, as the findings could provide valuable insights for improving administrative practices, enhancing teacher well-being, and strengthening institutional support systems. This careful balance ensured that the research contributed positively to both individual participants and the broader educational community (Levine et al., 2021).

To ensure the safety and well-being of participants, the study strictly adhered to ethical safeguards such as voluntary participation, confidentiality of responses, and the right to withdraw at any point without consequence. A respectful and supportive environment was maintained throughout the data collection process to promote participant comfort and openness. As part of the contingency plan, the researcher was prepared to immediately pause or discontinue participation if any respondent exhibited signs of distress or discomfort. Additionally, participants were informed that they could seek support from appropriate school personnel, such as guidance counselors, if needed. These measures ensured that participant welfare remained a priority and that the study upheld ethical standards in all stages of implementation.

Justice. The principle of justice was upheld by ensuring that all public elementary teachers in Maa District had equal opportunity to participate in the study. Selection of respondents was conducted without discrimination based on gender, age, years of service, or teaching as-

signment, ensuring fair representation across the district. This inclusive approach allowed the study to capture diverse perspectives from different school contexts. Fairness also extended to the equitable distribution of potential benefits, meaning the insights gained were shared with stakeholders such as teachers, administrators, and policymakers to promote systemic improvements. Justice as an ethical parameter ensured inclusivity and accountability in educational research (Bracken-Roche et al., 2020).

Furthermore, the benefits of the research were intended to be shared with all stakeholders, including teachers, school administrators, and DepEd officials. This ensured that no group was excluded from the potential improvements resulting from the study. By promoting fairness and inclusivity, the study upheld ethical standards and contributed to equitable educational development within Maa District.

Transparency. Transparency was maintained throughout the research process in Maa District by ensuring open and clear communication with all stakeholders. Teachers, school heads, and DepEd officials were informed about the purpose, procedures, and progress of the study. This openness helped build trust and foster cooperation among participants.

In addition, the findings of the study were intended to be disseminated through appropriate channels, such as school reports and presentations, ensuring accessibility to stakeholders. Transparent reporting of results, including limitations, ensured that interpretations were accurate and not misleading. This practice reinforced the accountability and integrity of the research process.

To further strengthen transparency, the results of the study may be disseminated through RMC's activities such as research colloquia, public forums, and stakeholder presentations. These platforms provide opportunities for open discussion, validation of findings, and feedback from academic peers and practitioners. Ad-

ditionally, sharing the results through institutional reports and community-based presentations ensures that the knowledge generated remains accessible, relevant, and beneficial to all concerned stakeholders.

Qualification of the Researcher. The researcher's qualifications played a significant role in ensuring that the study conducted in Maa District adhered to ethical and methodological standards. The researcher possessed the necessary academic training in research methodology, data analysis, and ethical considerations, enabling the systematic conduct of the study. This competence ensured that the research design and implementation were rigorous and reliable. Researcher competence was central to ethical responsibility and ensured that participants' rights and welfare were respected throughout the process (Mertens, 2020).

Additionally, the researcher's background in education provided a strong understanding of the local school context, allowing for appropriate handling of sensitive issues related to administrative support and teacher commitment. This alignment of expertise and ethical responsibility contributed to the credibility and trustworthiness of the study findings. The researcher was also enrolled in the thesis development course, indicating that all prerequisite courses and requirements had been completed. This alignment of expertise and ethical responsibility contributed to the reliability and trustworthiness of the study. The researcher was knowledgeable in research methodology, ethical guidelines, and the theoretical framework of teacher commitment and administrative support.

Adequacy of Facilities. The adequacy of facilities in Maa District schools ensured that the research was conducted in a safe and conducive environment. Data collection activities were carried out in appropriate venues such as faculty rooms or designated areas approved by school administrators, providing comfort and privacy for participants. This minimized external inter-

ference and ensured a smooth data-gathering process.

Moreover, secure systems were utilized for storing collected data, including password-protected digital files and organized documentation. These facilities safeguarded participants' information and maintained confidentiality throughout the research process. Adequate facilities thus played a crucial role in ensuring both ethical compliance and the reliability of the collected data. Adequate facilities safeguarded participants' comfort and confidentiality, thereby reinforcing ethical responsibility in managing the research process (Yin, 2020).

In addition, Rizal Memorial Colleges, Inc. provided supportive research facilities such as a well-equipped library with access to academic journals, reference materials, and digital databases that aided in the development of the study. The institution also offered research-related resources, including computer laboratories and internet connectivity, which facilitated data processing, analysis, and documentation of the research outputs.

Community Involvement. Community involvement in Maa District was evident through the active participation of teachers, school administrators, and DepEd stakeholders in the research process. Their engagement ensured that the study addressed relevant issues affecting the local educational environment. This collaborative approach strengthened the relevance and applicability of the research findings.

Furthermore, the results of the study were intended to be shared with the educational community to support data-driven decision-making and continuous improvement. By involving stakeholders and returning the findings to the community, the study promoted a participatory and inclusive approach to educational research. This ensured that the outcomes of the study were meaningful and beneficial to the schools in Maa District. Ethical research design thus encouraged collaboration with the educational

community to ensure that findings were meaningful and directly applicable to local school contexts (Chung et al., 2020).

2.3. Research Respondents—The respondents of this study were drawn from the total population of 360 teachers in public elementary schools in Maa District, Division of Davao City, which served as the research setting. To obtain a representative sample, Slovin's formula was applied:

where n is the sample size, N is the total population, and e is the margin of error. Using a 5% margin of error ($e = 0.05$) and a population size of 360 teachers, the computed sample size was:

which was rounded to 190 teachers. Following this computation, the researcher employed a systematic selection process to ensure that the identified schools were proportionally represented across the district, thereby enhancing the reliability and generalizability of the study findings (Tejada & Punzalan, 2019).

The application of random sampling ensured that each school had an equal chance of being included, thereby reducing bias and enhancing the reliability of the data collected (Etikan & Bala, 2019). This sampling approach was appropriate for achieving a balance between accuracy and feasibility in investigating the relationship between classroom innovation and instructional quality within the selected district. Concentrating on public elementary teachers ensured that the data collected were specific to the discipline, which was characterized by continuous innovation and adaptation within classroom settings.

The target participants primarily included educators with 3 to 6 years of teaching experience, as this group was expected to offer valuable perspectives on both conventional and innovative instructional practices. Having been actively engaged in various pedagogical approaches, curricular reforms, and assessment strategies, and having participated in In-Service

Training (INSET) programs, these teachers were exposed to continuous professional development that enhanced their instructional competence and adaptability. Their participation in INSET trainings provided them with updated knowledge, innovative teaching techniques, and reflective practices, enabling them to critically assess the effectiveness of new strategies in actual classroom contexts. This level of experience and professional engagement strengthened the credibility of the study, as teachers within this range were more likely to provide informed, reflective, and contextually grounded insights (Alase, 2020).

Furthermore, the sample consisted of both male and female teachers aged 25 to 55 years, promoting inclusivity and ensuring representation across gender and age groups. This demographic consideration prevented the study from focusing on a narrow segment of educators and instead provided a more balanced understanding of how classroom innovation influenced instructional quality in diverse contexts. By purposively selecting this clearly defined group, the research aimed to collect contextually grounded and meaningful data that reflected the realities of public elementary education in the Division of Davao City. As noted by Creswell and Creswell (2021), aligning sample selection with the study's objectives strengthened its relevance and validity.

2.4. Research Instruments—The formulation of the research instrument represented a vital component of the study's methodology, functioning as the primary means for obtaining data and insights from participants. Research instruments were indispensable in safeguarding the integrity and reliability of outcomes, ensuring that the information collected was both valid and trustworthy (Flick, 2020). The creation and utilization of standardized tools provided consistency in data collection procedures, which was essential for replicability and for drawing comparisons across different contexts. Such

Scale to measure the extent of administrative support in public elementary educational institutions in Maa District, Division of Davao City

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This means that the extent of administrative support in Public Elementary Educational Institutions is always evident.
3.40-4.19	High	This means that the extent of administrative support in Public Elementary Educational Institutions is often evident.
2.60-3.39	Moderate	This means that the extent of administrative support in Public Elementary Educational Institutions is sometimes evident.
1.80-2.59	Low	This means that the extent of administrative support in Public Elementary Educational Institutions is seldom evident.
1.00-1.79	Very Low	This means that the extent of administrative support in Public Elementary Educational Institutions is not evident.

uniformity strengthened the credibility of findings and supported the generalizability of results (Bryman, 2019). In this study, the principal data-gathering tool was a survey questionnaire, carefully organized into two sections to address the distinct variables under investigation. This structured design facilitated systematic and comprehensive data collection, enabling a rigorous analysis of the variables involved.

This approach allowed the researcher to capture detailed insights that reflected the complexities inherent in the study variables. Employing a well-constructed survey questionnaire ensured both efficiency and accuracy in gathering participants' perspectives (Fowler, 2020). By dividing the instrument into sections, each variable was explored in depth, thereby increasing the precision and richness of the data obtained. Such a method not only reinforced the validity and reliability of the study but also enhanced the robustness of its conclusions (Dillman et al., 2019). Moreover, the systematic use of a survey

instrument facilitated cross-study comparisons, contributing to the broader scholarly discourse and ensuring that the findings resonated within a wider research context.

The first part of the questionnaire was designed to measure the extent of administrative support in public elementary educational institutions in Maa District, Division of Davao City. This section addressed four dimensions: provision of resources and materials, professional development opportunities, recognition and incentive systems, and collegial and supervisory support. The items included were adapted from the work Perceived Organizational Support and Organizational Commitment: A Study of Schoolteachers by Choi and Lee (2022).

For data interpretation, a five-point Likert scale was applied, ranging from one (1) as the lowest to five (5) as the highest. The scale included corresponding descriptive categories and interpretations to ensure accurate assessment of participants' responses.

For the second part of the questionnaire, this determined the level of teacher's commitment in Public Elementary Educational Institutions in Maa District, Division of Davao City in terms of commitment to teaching profession, commitment to learners' learning, commitment to school goals and vision, and commitment to

continuous improvement. The questions from this part of the instrument were also adopted from the study about Teacher motivation: Theory and practice in education by Han & Yin (2022). The same with the first part of the survey questionnaire, a five-point Likert Scale of the survey having five (5) as the highest and

Scale to determined the level of teacher's commitment in Public Elementary Educational Institutions in Maa District, Division of Davao City

Range	Descriptive Level	Interpretation
4.20-5.00	Very High	This means that the level of teacher's commitment in Public Elementary Educational Institutions is always evident.
3.40-4.19	High	This means that the level of teacher's commitment in Public Elementary Educational Institutions is often evident.
2.60-3.39	Moderate	This means that the level of teacher's commitment in Public Elementary Educational Institutions is sometimes evident.
1.80-2.59	Low	This means that the level of teacher's commitment in Public Elementary Educational Institutions is seldom evident.
1.00-1.79	Very Low	This means that the level of teacher's commitment in Public Elementary Educational Institutions is not evident.

one (1) as the lowest in interpreting its data. The scale with description and interpretation is shown below. The following five order gradua-

Furthermore, research tools that are well-defined and straightforward can improve participants' comprehension and willingness to participate, which is vital for the collection of reliable data (Dillman et al., 2019). The creation of these instruments was fundamental to the authenticity and thoroughness of research outcomes, highlighting its critical role in the research methodology. The validity of the tool was verified by a research experts and a panel committee. Moreover, the survey tool underwent pilot testing to assess its reliability. The instrument demonstrated good internal consistency, with a Cronbach's alpha of 0.808 across 40 items, indicating that the scale is reliable for measuring the indicators in the study. This suggests that the items were sufficiently correlated and consistently capture the underlying variables of administrative support and teacher commitment.

2.5. Data Gathering Procedure—In the initial phase of the data collection process, the researcher prepared and submitted a formal letter of request for authorization from the Dean of the Graduate School to secure institutional approval for the conduct of the study. Upon obtaining this clearance, another communication

was addressed to the Schools Division Superintendent of the Division of Davao City, coursed through the appropriate channels, particularly the Office of Public Schools District Supervisors (PSDS) overseeing the identified schools. These formal procedures were necessary to ensure compliance with organizational protocols and to affirm the legitimacy of the research undertaking. Once the necessary permissions were granted, the finalized survey questionnaire was made ready for administration among the selected respondents.

Following the acquisition of authorization, the actual distribution of survey instruments commenced. The researcher personally administered the questionnaires to the targeted public elementary teachers in Maa District, under the supervision and guidance of the respective school principals. This approach ensured that the process of data collection was orderly, transparent, and respectful of the institutional environment. After the respondents accomplished the survey, the researcher collected the completed instruments promptly to secure the responses and to maintain the integrity of the data. Such a methodical approach safeguarded against data loss and highlighted the respon-

sibility of the researcher in handling research materials.

In the final stage, the collected data were subjected to statistical analysis with the assistance of a qualified statistician. The analysis employed the methodologies outlined in the preceding sections of the study, thereby ensuring consistency between the research design and data treatment. The outcomes of the statistical procedures were interpreted in light of the study's objectives, providing meaningful insights into the relationship between administrative support and teachers' commitment in public elementary educational institutions in Maa District, Division of Davao City. These findings served as the empirical foundation for drawing conclusions and making recommendations that could contribute to both theory and practice in the field of elementary education.

2.6. Statistical Treatment—The study used the respondents' collected data for analysis. The following statistical tools were used in the analysis and interpretation of the responses in this study to uncover meaningful insights from collected data.

Mean. The mean was used in the study to determine the average level of responses on the indicators of administrative support and teacher commitment. By calculating the mean scores for parameters such as provision of resources, professional development, recognition, and supervisory support, the researcher was able to describe the general extent of administrative support in schools. Similarly, mean values showed the overall degree of teachers' commitment across domains such as commitment to the profession, learners' learning, school vision, and continuous improvement. The use of mean provided a clear and concise summary of central tendency, enabling the study to interpret whether these variables were at a low, moderate,

or high level, which was essential for descriptive educational research (Kumar, 2019).

Pearson Product Moment Correlation Coefficient. Pearson's product-moment correlation coefficient (Pearson r) was applied to examine the strength and direction of the relationship between administrative support and teacher commitment. This analysis was appropriate since the study sought to test whether higher levels of support through resources, incentives, and collegial supervision were associated with stronger levels of commitment among teachers. Pearson r provided a correlation value ranging from -1 to +1, indicating whether the relationship was negative, positive, or negligible. In the educational setting, using Pearson r enabled the researcher to establish empirical evidence on how supportive administrative practices influenced teachers' professional dedication and alignment with institutional goals (Saunders et al., 2019; Cohen et al., 2021).

Multiple Linear Regression. Multiple Linear Regression (MLR) was employed to identify which specific indicators of administrative support significantly predicted teachers' overall commitment. While Pearson r revealed the general relationship, MLR went further by determining the relative contribution of each factor, such as professional development opportunities or recognition systems, toward explaining variations in teacher commitment. This statistical analysis provided insight into which dimensions of administrative support had the strongest influence, thereby guiding policymakers and school administrators in prioritizing interventions. The application of MLR in this study enhanced its explanatory power, ensuring that recommendations were evidence-based and focused on the most impactful predictors of teacher commitment (Mertler & Reinhart, 2021; Hair et al., 2020).

3. Results and Discussion

This chapter presents the results and discussions based on the data gathered after the conduct of this study. This includes the interpretation of the data and the repercussions of the findings of the study. The deliberations presented in this chapter are aligned to the statement of the problem cited in the previous chapters of this study.

3.1. Extent of Administrative Support in Public Elementary Educational Institutions— Summary of the Extent of Administrative Support in Public Elementary Educational Institutions. Shown in Table 1 is the summary of the extent of administrative support in public ele-

The extent of administrative support in public elementary educational institutions in Maa District, Division of Davao City obtained an overall mean score of 4.56 (SD = 0.27), interpreted as very high. This means that the extent of administrative support in public elementary educational institutions in Maa District, Division of Davao City is always evident. This result indicates that school administrations consistently demonstrate strong support across all key dimensions, including provision of resources and materials, professional development opportunities, recognition and incentive systems, and collegial and supervisory support. This finding reflects a well-established and holistic support system that promotes effective teaching and learning environments. Recent literature emphasizes that comprehensive administrative support is a critical driver of school effectiveness, as it enhances teacher performance, organizational

3.2. Level of Teacher's Commitment in Public Elementary Educational Institutions— Summary of the Level Teacher's Commitment in Public Elementary Educational Institutions. Shown in Table 2 is the summary of the level of teacher's commitment in public elementary ed-

The level of teachers' commitment in public elementary educational institutions in Maa

mentary educational institutions in Maa District, Division of Davao City across four key indicators such as provision of resources and materials, professional development opportunities, recognition and incentive system, and collegial and supervisory support.

capacity, and learner outcomes (Leithwood et al., 2023).

Among the four indicators, Recognition and Incentive System obtained the highest mean score (M = 4.61, SD = 0.40). This means that the extent of administrative support in public elementary educational institutions in Maa District, Division of Davao City in terms of recognition and incentive system is always evident. This result indicates that said teachers perceive recognition and rewards as the most strongly implemented form of support. On the other hand, Collegial and Supervisory Support registered the lowest mean score (M = 4.50, SD = 0.44), although still within the very high descriptive level. This suggests that while collaborative and supervisory practices are strongly present, they are relatively less emphasized compared to other forms of support.

educational institutions in Maa District, Division of Davao City across four key indicators such as commitment to teaching profession, commitment to learners' learning, commitment to school goals and vision, and commitment to continuous improvement.

District, Division of Davao City garnered an overall mean score of 4.53 (SD = 0.52), inter-

Table 1. Summary of the Extent of Administrative Support in Public Elementary Educational Institutions

Indicators	Mean	SD	Descriptive Level
Provision of Resources and Materials	4.57	0.41	Very High
Professional Development Opportunities	4.57	0.47	Very High
Recognition and Incentive System	4.61	0.40	Very High
Collegial and Supervisory Support	4.50	0.44	Very High
Overall	4.56	0.27	Very High

Note. 1.00–1.79 = Very Low Extent; 1.80–2.59 = Low Extent; 2.60–3.39 = Moderate Extent; 3.40–4.19 = High Extent; 4.20–5.00 = Very High Extent.

Table 2. Summary of the Level of Teacher’s Commitment in Public Elementary Educational Institutions

Indicators	Mean	SD	Descriptive Level
Commitment to Teaching Profession	4.48	0.60	Very High
Commitment to Learners’ Learning	4.48	0.61	Very High
Commitment to School Goals and Vision	4.54	0.54	Very High
Commitment to Continuous Improvement	4.60	0.53	Very High
Overall	4.53	0.52	Very High

Note. 1.00–1.79 = Very Low Level; 1.80–2.59 = Low Level; 2.60–3.39 = Moderate Level; 3.40–4.19 = High Level; 4.20–5.00 = Very High Level.

interpreted as very high. This means that the level of teacher’s commitment in public elementary educational institutions in Maa District, Division of Davao City is always evident. This indicates that said teachers demonstrate a strong and consistent level of professional dedication across all measured domains. This suggests that the said educators are highly engaged in their roles, exhibit a strong sense of responsibility, and actively contribute to the achievement of educational goals.

Among the four indicators, Commitment to Continuous Improvement obtained the highest

mean score ($M = 4.60$, $SD = 0.53$). This means that the level of teacher’s commitment in public elementary educational institutions in Maa District, Division of Davao City in terms of commitment to continuous improvement is always evident. Meanwhile, both Commitment to Teaching Profession and Commitment to Learners’ Learning recorded equal mean scores ($M = 4.48$), indicating similarly high levels of dedication in these areas. This means that teachers not only value their professional roles but also prioritize learner-centered practices that enhance learning outcomes.

3.3. Significant Relationship between Administrative Support and Teacher’s Commitment—Shown in Table 3 is the statistical analysis using Pearson correlation coefficient (r) on the significant relationship between administrative

support and teacher’s commitment in public elementary educational institutions in Maa District, Division of Davao City. The correlation coefficients indicate the strength and direction of the relationships, while the p-values reveal the statistical significance of these relationships.

Table 3. Significant Relationship between Administrative Support and Teacher's Commitment in Public Elementary Educational Institutions

Administrative Support Indicators	r	p-value	Decision on H_0
Provision of Resources and Materials	0.343	0.000	Reject
Professional Development Opportunities	0.306	0.000	Reject
Recognition and Incentive System	0.492	0.000	Reject
Collegial and Supervisory Support	0.189	0.025	Reject
Overall	0.528	0.000	Reject

Note. Correlation is significant at the 0.01 level (2-tailed), except where $p = .025$ is significant at the 0.05 level.

Table 4. Regression Analysis of Administrative Support on the Teacher's Commitment in Public Elementary Educational Institutions

Predictors	B	Std. Error	Beta	t	Sig.	Decision on H_0
(Constant)	1.328	0.413	–	3.214	0.002	–
Provision of Resources and Materials	0.142	0.064	0.168	2.215	0.028	Reject
Professional Development Opportunities	0.162	0.053	0.220	3.063	0.003	Reject
Recognition and Incentive System	0.356	0.062	0.416	5.711	0.000	Reject
Collegial and Supervisory Support	0.045	0.057	0.058	0.794	0.428	Failed to Reject

Note. Dependent variable: Teacher's Commitment. $R = 0.584$; $R^2 = 0.341$; F -value = 17.439; p -value = .000.

Table 3 reveals a significant relationship between administrative support and teachers' commitment in public elementary educational institutions in Maa District, as evidenced by the overall correlation coefficient ($r = 0.528$, $p = 0.000$), leading to the rejection of the null hypothesis. This indicates a moderate positive correlation, suggesting that higher levels of administrative support are associated with higher levels of teacher commitment.

Specifically, the provision of resources and materials shows a positive and significant relationship with teacher commitment ($r = 0.343$, $p = 0.000$). Professional development opportunities also show a significant positive relationship with teacher commitment ($r = 0.306$, $p = 0.000$). The recognition and incentive system demonstrates the strongest relationship with teacher commitment ($r = 0.492$, $p = 0.000$) among all indicators. On the other hand, collegial and supervisory support shows the weakest but still significant relationship with teacher commitment ($r =$

0.189 , $p = 0.025$). These results suggest that all dimensions of administrative support contribute to strengthening commitment, but recognition and incentives appear to be the most strongly associated with teachers' professional dedication.

3.4. Regression Analysis of Administrative Support on Teacher's Commitment—The regression results presented in Table 4 reveal that administrative support significantly predicts teachers' commitment in public elementary educational institutions in Maa District. The model yielded an $R = 0.584$ and $R^2 = 0.341$, indicating that approximately 34.1% of the variance in teachers' commitment can be explained by the combined influence of the four dimensions of administrative support. The model is statistically significant ($F = 17.439$, $p = 0.000$), confirming that administrative support, as a set of predictors, has a meaningful impact on teacher commitment leading to the rejection of the null hypothesis.

Among the indicators, the recognition and incentive system emerged as the strongest significant predictor of teachers' commitment ($\beta = 0.416$, $t = 5.711$, $p = 0.000$). This indicates that recognition and rewards have the greatest influence on enhancing teachers' commitment compared to other forms of support. The second significant indicator is professional development opportunities ($\beta = 0.220$, $t = 3.063$, $p = 0.003$), indicating that access to relevant training and continuous learning opportunities con-

tributes positively to teacher commitment. Similarly, provision of resources and materials was found to be a significant predictor ($\beta = 0.168$, $t = 2.215$, $p = 0.028$), indicating that adequate instructional resources contribute to enhancing teacher commitment. In contrast, collegial and supervisory support was not a significant predictor of teacher commitment ($\beta = 0.058$, $t = 0.794$, $p = 0.428$), suggesting that it may not independently predict commitment when the other dimensions are considered simultaneously.

4. Summary of Findings, Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

4.1. Summary of Findings—This study examined the relationship between administrative support and teachers' commitment in public elementary educational institutions in Maa District, Division of Davao City starting from determining the extent of administrative support and level of teacher's commitment as well as which indicator of administrative support that significantly influence the teacher's commitment.

Using a quantitative research design, findings revealed that both administrative support and teacher commitment were rated as "very high," indicating that supportive practices and strong professional dedication are consistently evident in schools. Statistical analysis further established a significant positive relationship between administrative support and teacher commitment, confirming that increased support leads to higher levels of teacher engagement. Regression results identified recognition and incentive systems as the strongest predictor of teacher commitment, followed by professional development opportunities and provision of resources, while collegial and supervisory support showed no significant independent effect. Over-

all, the study provided information that effective administrative support, particularly through motivational and developmental mechanisms, plays a crucial role in enhancing teacher morale, strengthening commitment, and improving instructional quality and learner outcomes.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered:

Administrative support in public elementary schools in Maa District, Division of Davao City is consistently very high across all key dimensions, indicating that school leadership effectively provides resources, professional development, recognition, and supervisory support to teachers. Among these, recognition and incentive systems stand out as the strongest form of support, reflecting the importance of acknowledging teacher performance in fostering a positive work environment.

Teachers in the district demonstrate a very high level of commitment in terms of their profession, learners, school goals, and continuous improvement. Notably, commitment to continuous improvement ranks highest, suggesting

that teachers are highly engaged in professional growth and innovation. This overall high level of commitment reflects a motivated and dedicated teaching workforce aligned with institutional objectives.

There is a statistically significant moderate positive relationship between administrative support and teacher commitment. This indicates that increased support from school administrators is associated with higher levels of teacher motivation and engagement, affirming the crucial role of administrative practices in sustaining teacher commitment.

Lastly, recognition and incentive systems emerged as the most significant predictor of teacher commitment, followed by professional development and resource provision. These results highlight that motivational and capacity-building supports have the strongest influence on teacher commitment, while collegial and supervisory support, though important, may have a more indirect effect in enhancing teachers' professional dedication.

4.3. Recommendations—The lowest-rated indicators suggest areas for targeted improvement despite the overall very high results:

Provision of Resources and Materials. Schools may improve access to updated teaching materials by establishing regular updating systems and digital resource repositories. Strengthening partnerships and resource management will ensure timely and relevant instructional support.

Professional Development Opportunities. Administrators may enhance support for advanced studies by providing scholarships, incen-

tives, and clear career development pathways. Encouraging continuous academic growth will strengthen teacher competence and long-term commitment.

Recognition and Incentive System. Schools may ensure transparency and fairness in recognition by implementing clear criteria and inclusive reward systems. This will enhance teacher motivation, trust, and sustained commitment.

Collegial and Supervisory Support. Schools may strengthen teamwork by institutionalizing professional learning communities and collaborative activities. Structured collaboration will improve knowledge sharing and instructional effectiveness.

Commitment to Teaching Profession. School leaders may reinforce teachers' sense of purpose through recognition programs and reflective activities. This will enhance intrinsic motivation and professional dedication.

Commitment to Learners' Learning. Teachers may be supported with training on inclusive and differentiated instruction to better address diverse learner needs. This will promote equitable learning and improve student outcomes.

Commitment to School Goals and Vision. Administrators may continuously reinforce the school's mission and vision through collaborative planning and regular communication. This will ensure alignment between teaching practices and institutional goals.

Commitment to Continuous Improvement. Schools may implement structured goal-setting mechanisms such as Individual Development Plans. This will guide teachers' professional growth and improve instructional performance.

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